

We the People Level II	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Reading</u> – Grades 6-8
<p>The We the People Level II text includes the following primary source documents in its reference section:</p> <ul style="list-style-type: none"> *The Declaration of Independence *The Constitution of the United States *The Bill of Rights 	<p>The 6-8 reading standards often incorporate the use of primary source documents. The primary source documents listed to the left are utilized in many of the 30 lesson plans in We the People Level II text. Excerpts from other primary source documents are incorporated in lessons throughout the book.</p>
<p>Lesson 1 What were the British colonies in America like in the 1770s?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 2 Why do we need government?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p>

	<p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 3 What is republican government?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 4 What is constitutional government?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 5 How can we organize government to prevent the abuse of power?</p>	<p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>

	<p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 6 What experiences led to the American Revolution?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 7 What experiences led to the American Revolution?</p>	<p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>

<p>Lesson 8 What basic ideas about government are in the Declaration of Independence?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 9 What happened during the American Revolution? How did the government function?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>

<p>Lesson 10 How did the states govern themselves after the Revolution?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
<p>Lesson 11 How did the Articles of Confederation organize the first national government</p>	<p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 12 Who attended the Philadelphia Convention? How was it organized?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10.</p>

	<p>By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
<p>Lesson 13 How did the Framers resolve the conflict about representation in Congress?</p>	<p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 14 How did the Framers resolve the conflict about the powers of the government?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>

<p>Lesson 15 How did the Framers resolve the conflict about powers of the legislative branch?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 16 How much power should be given to the executive and judicial branch?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>

	<p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 17 How did the Constitution create a federal system of government?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 18 How did the people approve the new Constitution?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5.</p>

	<p>Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 19 How did Congress organize the new government?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 20 How did political parties develop?</p>	<p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>

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<p>Lesson 21 How does the U.S. Supreme Court use the power of judicial review?</p>	<p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
<p>Lesson 22 How does the U.S. Supreme Court determine the meaning of the words of the Constiution?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5.</p>

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<p>Lesson 23 How does the Constitution protect freedom of expression?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
<p>Lesson 24 How does the constitution protect freedom of religion.</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
<p>Lesson 25 How has the right to vote expanded since the Constitution was adopted?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior</p>

	<p>knowledge or opinions.</p> <p>6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Lesson 26 How does the Constitution safeguard the right to equal protection of the law?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
<p>Lesson 27 How does the Constitution protect the right to due process of law?</p>	<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>

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<p>Lesson 28 What is the relationship of the United States to other nations in the world?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
<p>Lesson 29 What are the rights and responsibilities of citizenship?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>

<p>Lesson 30 How might citizens participate in civic affairs?</p>	<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p>
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